

Historically Minority Colleges and Universities Consortium

Uniting Communities to Close the Achievement Gap

Report on Closing the Achievement Gap Funds

The purpose of this report is to respond to the General Assembly legislation in House Bill 2436, NC Session Law 2007, Section 9.3 (b), *Closing the Achievement Gap Funds*. Under the provision of Section 9.3 (b), North Carolina Central University is required to report to the Joint Legislative Education Oversight Committee and to the Fiscal Research Division by April 1, 2009 regarding the

“number of grants awarded, the recipients of the grants, the amount of the grant awarded, the programs and purposes for which the grant was awarded, the cost of administering the grant, and any other information requested by the Committee or Fiscal Research Division. The grants awarded pursuant to this section shall also include as a term of the grant that the recipient of the grant report to the Joint Legislative Education Oversight Committee and to the Fiscal Research Division regarding the amount of the grant received, the program and purposes for which the grant was requested, the methodology used to implement the grant program and purposes, the results of the program funded by the grant, and any other information requested by the Joint Legislative Education Oversight Committee and the Fiscal Research Division.”

At the time of writing this report, the Committee or Fiscal Research Division had requested no additional information.

HMCUC History and Allocation Process

The Advisory Council of the Historically Minority Colleges and Universities Consortium (HMCUC) establishes program priorities for allocating funds for the development and implementation of programs and services to close the achievement gap, to improve the academic performance of youth at risk of academic failure, and to reduce school dropout. The Advisory Council is composed of two to three representatives from each member institution, which includes: Bennett College, Elizabeth City State University, Fayetteville State University, Johnson C Smith University, Livingston College, NC A&T

State University, NC Central University, Saint Augustine's College, Shaw University, UNC Pembroke, and Winston-Salem State University.

In previous fiscal years, a Request for Proposal (RFP) was sent to each HMCUC member with guidelines for submitting proposals once the funding becomes available. Member institutions had the option of applying for planning grants or program implementation grants. The maximum amount awarded for planning grants is \$5,000. The Advisory Council decides the maximum amount for program replication. The project manager and an independent evaluator reviewed proposals. In addition, all allocations to member institutions were approved by participating member institutions. Funds were historically allocated to meet the following guiding principles established in FY 2000 by the Advisory Council: Family Involvement Outreach Models; After-School Tutoring and Enrichment Program; Faith and Community-Based After-School Programs; Technology Literacy Models; and Staff Development for Teachers, Counselors, and Administrators to work with at-risk students. In 2004, the Advisory Council further voted to use the state funds to match larger federal grants, therefore leveraging the overall impact of the program goals and objectives.

In fiscal year 2008-09, the process for HMCUC fund allocation changed slightly to address pressing needs identified by the NC Department of Public Instruction (DPI) and the US Office of Education. Both organizations were interested in getting HBCUs involved in serving students under the provision of the *No Child Left Behind* legislation. During fiscal year 2007-08, HMCUC member institutions, the Department of Public Instruction and, the US Office of Education collaborated to identify ways of leveraging funds to meet the *Closing the Achievement Gap* initiative, while addressing some of the *No Child Left Behind* legislation for the 2008-09 academic year. This resulted in the HMCUC Advisory Council vote to allocate funds to Bennett College, Elizabeth City State University, Johnson C. Smith University, Livingstone College, North Carolina Central University, St. Augustine's College, and Shaw University to implement Supplemental Educational Services (SES) Programs in North Carolina for 2008-09. SES are extra academic tutorial services offered outside of regular school hours to low-income students who are performing below grade level and attending low-performing Title I schools. The

Historically Minority Colleges and Universities Consortium is a service provider approved by the N.C. State Board of Education to provide 35 hours of tutoring aligned with the NC Standard Course of Study.

Two campuses, Johnson C. Smith University and Saint Augustine's College, determined their institutions were not ready to implement the program this year; therefore, the funding levels were reduced in their revised capacity to the following levels, \$20,000 and \$1,500 respectively.

The overall FY 2008-09 *Closing the Achievement Gap* budget totals \$550,000. The following table reflects proposed spending levels by each institution during the grant allocation period of October 1, 2008 to June 30, 2009. This amount includes direct allocations to participating institutions and the per pupil amount that HMCUC spent to bulk order student instructional materials; contract with a consultant to align the student materials with the NC Standard Course of Study and conduct training on the curriculum; and contract with an evaluator to work with all institutions.

| INSTITUTION | FY2008-09 |
|-------------------------------------|-------------------|
| NCCU Program Administration | 73,236.00 |
| NCCU Program Funding | 130,236.00 |
| Barber-Scotia | 0 |
| Bennett College for Women | 75,965.00 |
| Elizabeth City State University | 88,989.00 |
| Fayetteville State University | 0 |
| Johnson C. Smith University | 20,000.00 |
| Livingstone College | 72,481.00 |
| North Carolina A&T State University | 0 |
| St. Augustine's College | 1,500.00 |
| Shaw University | 55,593.00 |
| UNC Pembroke | 0 |
| Winston-Salem State University | 32,000.00 |
| TOTAL | 550,000.00 |

The following section describes how each institution used the funds during the current fiscal year. The goals, objectives, and measurable outcomes for the planned activities and initiatives on these campuses, including the number of student participants are summarized in the following sections.

Barber-Scotia - \$0

Barbara-Scotia College did not receive program funding because the college is no longer a member of the Historically Minority Colleges and Universities Consortium.

Bennett College- \$75,965

Bennett College for Women used its funding to implement the Supplemental Educational Services (Academic Enrichment Academy) at 22 elementary schools in Guildford County. The program is currently serving 240 students in grades K-5. The goal of the program is to raise the achievement of the participants in reading and mathematics.

Elizabeth City State University- \$88,989

At ECSU, the funding is used to support three programs. The ECSU used \$20,000 to pilot a Web 2.0 Learn and Serve project at two community organizations (Rhema Ministries, Hertford, NC and River City CDC, Elizabeth City, NC). This project is serving 25 students and provides activities to improve reading and math competencies using modern technology. In addition, HMCUC provided \$30,000 funding from the Corporation for National and Community Services to purchase equipment for the project. The overall goals are to use Service-Learning strategies via social-media networking strategies to: improve students' oral and written communication skills; increase civic engagement in their communities; and help participants become more responsible citizens. For the second program, \$26,285 of the funding is used to implement Supplemental Educational Services (Academic Enrichment Academy) at five schools in Hertford County. The program is currently serving 22 students in grades K-8. The goal of the program is to raise the achievement of the participants in reading and mathematics. An allocation of \$42,704 is used to implement *Accelerating Proficient Learning with Exemplary Strategies* (APLES) program at Sheep-Harney Elementary School in Elizabeth City, NC. This program is serving 27 students in grades 3-5. It is anticipated that students participating in this program will increase their achievement in reading and math.

Fayetteville State University - \$0.00

Fayetteville State University did not request funding for 2008-09.

Johnson C. Smith University - \$20,000

While Johnson C. Smith University (JCSU) as a unit did not participate in the Supplemental Education Services program, an amount of \$4,000 was provided to the University for program planning activities, recruitment of students, and initial planning. A representative of Johnson C. Smith was contracted at \$16,000 to provide technical assistance and training required by 28 teachers/tutors to serve 15 schools in the Charlotte-Mecklenburg Supplemental Education Services Program. The program serves 84 students. Through external funding from the Merancus Foundation and the Coca Cola Foundation of \$70,000, JCSU is implementing a Saturday Academy that is serving 125 students and a Family Institute that has served 130 parents.

Livingstone College - \$72,481

Livingstone College used the funding to implement the Supplemental Educational Services (Academic Enrichment Academy) at 9 elementary schools across Cabarrus County, Rowan-Salisbury County, Stanley County, and Thomasville City. The program is serving 178 students in grades K-5. The goal of the program is to raise the achievement of the participants in reading and mathematics.

North Carolina Central University - \$130,236

North Carolina Central University used the funding to implement the Supplemental Educational Services (Academic Enrichment Academy) at 101 schools 24 local school districts across North Carolina. The program is serving 1,504 students in grades K-12 who are performing below grade level. In addition, North Carolina Central University, as the lead institution, reviews and orders in bulk student instructional materials for all institutions implementing this program and purchased student instructional materials at a total of \$66,000. The goal of the program is to raise the achievement of participants in reading and mathematics.

NC A&T State University - \$0

North Carolina A&T State University did not request funding in 2008-09.

Shaw University- \$55,593

Shaw University used its funding to implement the Supplemental Educational Services (Academic Enrichment Academy) at 11 elementary schools in Johnston County, Edgecombe County, Pitt County, and Wake County. The program is currently serving 148 students in grades K-8. The goal of the program is to raise the achievement of the participants in reading and mathematics.

St. Augustine College - \$1,500

St. Augustine's College was funded \$1,500 for planning activities. The institution did not request additional funding.

UNC Pembroke - \$0

UNC Pembroke did not request funding for 2008-09.

Winston-Salem State University - \$32,000

The Teacher Education Advisement and Partnership (TEAP) Center, a support unit of the School of Education and Human Performance (SEHP) at Winston-Salem State University (WSSU) will use \$32,000 to support a pilot project, *Becoming Successful Learners: Learning How to Learn*. This project will help at-risk students at Kennedy Learning Center (an alternative school) focus on finding their place in the learning process. A cohort of 25 students will be selected as the initial participants. The faculty of WSSU and the Kennedy Learning Center's school staff will administer pre-assessments and review student data related to the project. The team of faculty and school staff will train the Kennedy faculty and staff on how to use pre-assessment results and student data to establish preliminary needs and goals for study skills instruction and activities. The overall goal of the project is to help close the District's achievement gap by developing and improving the study skills and habits of students at the Kennedy Learning Center. The major expected outcome of the project will be improved learning, grades, and assessment results for participating students. Phase II of the project will be piloted in 2009-10.

Grant Administration

NCCU serves as the fiscal agent for the Historically Minority Colleges and Universities Consortium *Closing the Achievement Gap* initiative. The program budget allocated to administration totals \$73,236, which is 14% of the total operating budget. The funds support two office assistants (\$45,944); one graduate assistant (\$11,000); staff travel (\$11,029); fixed charges (\$486); and office supplies (\$4,777).

Overall Program Funding

In addition to state funds, *The Closing the Achievement Gap* initiative has funding from external sources including federal grants. These funds have been leveraged to primarily support after-school programs in communities surrounding our member institutions where a significant proportion of students have been identified as at-risk for academic failure and low school performance. The table below reflects the dollars allocated from all sources to support the HMCUC program activities.

Historically Minority Colleges and Universities Consortium Combined State and External Funding*

| Description of Expenditures | 2008-2009 | |
|---|----------------|----------------|
| | State | External |
| HMCUC Program Administration | 73,236 | |
| Allocation to Member Institutions | 476,764 | |
| Allocation to Faith and Community Organizations | | 230,000 |
| Statewide Program Support | | 90,000 |
| TOTAL | 550,000 | 320,000 |

*External includes all federal, state, local, and foundation funding sources other than *Closing the Achievement Gap* fund.

Summary

The Historical Minority College and University Consortium has supported many initiatives since

its inception to close the achievement gap of North Carolina students. The HMCUC member institutions have collectively and individually developed and implemented youth education interventions and community and family engagement after-school programs that have proven to be successful in raising the achievement of at-risk students.

During FY 2008-09, it is anticipated that the program will serve 2,294 students across the state. Student performance data for all programs described above have not been collected; however, the expected outcome is that that 60% of the students will score at least a level III on the end-of-grade tests in reading and math. It is also anticipated that the partnership with the Department of Public Instruction and the US Department of Education will remain viable and serve as a Supplemental Education Services program model for other HBCUs across the nation.

Since its inception in 1999, HMCUC has been committed to serving at-risk students in low-wealth communities and since 2004, HMCUC funds have served over 7147 students and provided training for 1,458 parents. On average, 81% of the students increased their reading scale scores, and 71% increased their math scale scores, 77% of the students that were tutored in reading passed their end-of-grade test, and students participating in the Learn and Serve programs performed 46,446 hours of service in their communities. Based on these data, the program is working to promote successful academic achievement of at-risk students in North Carolina.